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ABSTRACT

Presented is an annotated resource list of materials on youth and adolescence published mainly during the 1970s and 1980s. Entries are arranged alphabetically by author and are divided into the following sections: (1) an overview of early adolescence; (2) social trends, public policy, and the 3:00 to 6:00 PM issue; (3) model programs; (4) program development, administration, and evaluation; (5) program implementation; (6) youth participation; (7) racial, ethnic, and gender differences; (8) physical and emotional health; (9) adolescent abuse and neglect; and (10) miscellaneous. Brief cross referencing notes are provided at the end of each section or subsection of the document. (ETS)

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I. AN OVERVIEW OF EARLY ADOLESCENCE

Adelson, Joseph, ed. Handbook of Adolescent Psychology. New York: John Wiley, 1980.

This book of readings reviews recent research on adolescent physical, social, and intellectual development. The scholarly, well-written articles are a significant contribution to the study of adolescent development.

Adelson, Joseph. "Rites of Passage: How Children Learn the Principles of Community." American Educator, 6, No. 3 (1982), 6+.

Adelson reports the findings of his two studies of the changes in social thinking during the adolescent years, particularly during early adolescence. He identifies five topics of social thinking that change during this period: the conception of community and of law, the growth of principles, the grasp of human psychology, and the grasp of social reality.

Baumrind, Diana. "Parental Disciplinary Patterns and Social Competence in Children." Youth and Society, 9 (1978), 239-76.

Baumrind reports on the effects of different types of parental authority on child behaviors (e.g., the development of competence, the child's conception of legitimacy of parental authority, change in definition of sex roles as a function of a child's age and pattern of parental authority, and creativity of the child).

Coleman, John C. "Current Contradictions in Adolescent Theory." Journal of Youth and Adolescence, 7 (1978), 1-11.

The "classical" view of adolescence as a time of "storm and stress" is compared to the empirical view that supports a concept of adolescence as relatively peaceful and harmonious.

Coles, Robert and Geoffrey Stokes. Sex and the American Teenager. New York: Harper & Row, 1985.

The authors present the results of a national survey of 13- to 19-year-olds. Topics include sources of sexual information, intimacy, virginity, values, parent-teen communication, rape, chemical stimulants, birth control, pregnancy and abortion, and homosexuality.

* Dorman, Gayle, Dick Geldof, and Bill Scarborough. Living With 10- to 15-Year-Olds: A Parent Education Curriculum. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1983.

This book is a flexible parent education curriculum that focuses on topics of particular interest to parents of young teenagers: parent-child communication, risk-taking behavior, early adolescent development, and puberty and sexuality. The curriculum package includes workshop designs for 20 hours of group discussion, lists of suggested reading, planning suggestions, possible agendas, handout materials, and a publicity kit. Three additional books on early adolescence are also included in the package: Understanding Families with Young Adolescents, Early Adolescence: What Parents Need to Know, and Understanding Early Adolescence: A Framework.

Elkind, David. "Egocentrism in Adolescence." Child Development, 38 (1967), 1025-34.

Elkind discusses the "imaginary audience" and the "personal fable," the two forms of egocentrism that characterize adolescent behavior.

Elkind, David. "Understanding the Young Adolescent." Adolescence, 13 (1978), 127-33.

Elkind reviews Piaget's theory of intellectual maturity and relates it to affective and cognitive development of young adolescents.

* Farel, Anita M. Early Adolescence and Religion: A Status Study. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1982.

The author reviews the existing research on adolescent religious development and attitudes, outlines the characteristics of responsive religious activities, and describes a variety of church and synagogue youth programs.

* Available from the Center for Early Adolescence.

* Farel, Anita M. Early Adolescence: What Parents Need to Know. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1982 (a new revised and expanded edition will be available in 1986).

This handbook explains the needs of young adolescents, emphasizing ways for parents to respond effectively to the age group. Topics include adolescence and mid-life; physical, intellectual, and social development of young adolescents; and when parents need to worry. An annotated resource list is included.

* Hill, John P. Understanding Early Adolescence: A Framework. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1980.

This book summarizes what is known about development in early adolescence and helps the reader to see young adolescents in the context of their daily lives -- their families, schools, peer groups, and communities. It is an indispensable guide to the age group for the concerned professional, parent, volunteer, or policymaker.

Kagan, Jerome, et al. Twelve to Sixteen: Early Adolescence. New York: Norton, 1972. (Also published in Daedalus, 100, No. 4, [1971].)

A collection of insightful essays about the world of the young adolescent, this volume is a "must" for anyone interested in the age group. The articles cover a range of topics including physical development, schooling, family, social development, sexuality, self-concept, and the history of adolescence.

Kandel, Denise B., and Gerald S. Lesser. Youth in Two Worlds: United States and Denmark. London: Jossey-Bass, 1972. (Available from: Books on Demand, University Microfilms International, 300 North Zeeb Rd., Ann Arbor, MI 48106.)

This comparative study of the United States and Denmark examines 1) whether adolescents hold values distinct from their parents and 2) whether adolescents establish a society of peers separate from the one in which adults live.

* Available from the Center for Early Adolescence

Konopka, Gisela. "Requirements for Healthy Development of Adolescent Youth." Adolescence, 8 (1973), 291-316.

The author identifies eight conditions essential to the healthy development of youth, including interacting with peers and acquiring a sense of belonging; gaining experience in decision making; and discussing conflicting values and formulating value systems.

* Lipsitz, Joan. Growing Up Forgotten. Lexington, Mass.: Lexington Books, 1977 (hardback). New Brunswick, N.J.: Transaction, 1980 (paperback).

This book is a review of research findings on early adolescent development and a programmatic overview of services for young adolescents.

Offer, Daniel, Eric Ostrov, and Kenneth I. Howard. The Adolescent: A Psychological Self-Portrait. New York: Basic Books, 1981.

This book refutes the myth of widespread teenage sadness and turmoil. Among other findings, the authors claim that 85% of the adolescents they interviewed in their research reported being happy most of the time.

Schowalter, John E., and Walter R. Anyan. The Family Handbook of Adolescence. New York: Alfred A. Knopf, 1979.

Written by a child psychiatrist and a pediatrician, this handbook helps parents understand adolescents' psychological development, sexual behavior, and physical problems.

Seltzer, Vivian Center. Adolescent Social Development: Dynamic Functional Interaction. Lexington, Mass.: Lexington Books, 1982.

Seltzer discusses the adolescent's search for identity and analyzes the cognitive and social processes involved in that search. She proposes that the peer group is the primary force behind social development, allowing adolescents a continual process of comparison, assessment, and evaluation of their social skills.

* Available from the Center for Early Adolescence.

Simmons, Roberta G., et al. "Entry into Early Adolescence: The Impact of School Structure, Puberty, and Early Dating on Self-Esteem." American Sociological Review, 44 (1979), 948-67.

The authors discuss their study of young adolescents moving from sixth to seventh grade in two different grade level patterns (K-8 or K-6, 7-9). Their data indicate that coping with early adolescence can be significantly affected by school environment, biological development, and social behavior.

Sommer, Barbara Baker. Puberty and Adolescence. New York: Oxford Univ. Press, 1978.

This book presents an overview of puberty that includes recent information from the fields of biology, psychology, and anthropology. The author focuses on some of the special characteristics of early adolescence.

* Steinberg, Laurence D. Understanding Families with Young Adolescents. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1980.

This book helps professionals who work with young teens and their families to recognize and react to the needs and concerns of mid-life parents and their children. Steinberg describes the developmental changes that occur in adolescence and mid-life and shows how these changes transform family relationships.

Tanner, James M. Fetus into Man: Physical Growth from Conception to Maturity. Cambridge, Mass.: Harvard Univ. Press, 1978.

Tanner provides a comprehensive picture of physical growth to puberty, along with a discussion of psychological and sociological problems of early and late maturers. Tanner's growth charts are included.

* Available from the Center for Early Adolescence.

Young Adolescents and Their Parents: A Project Report. Minneapolis, Minn.: Search Institute, 1984.

This is the final report of a project conducted by Search Institute and 13 national religious denominations and youth-serving organizations from 1980 to 1983. The project's purpose was to provide information that would help the organizations develop new resources for young adolescents and families.

* * * * *

See also: Section II, Conger
Section VII-B, Block, Sex Role Identity and Ego Development
Section VII-B, Forisha
Section VII-B, Maccoby
Section VII-B, Rosenberg

II. SOCIAL TRENDS, PUBLIC POLICY, AND THE 3:00 TO 6:00 P.M. ISSUE

Conger, John Janeway. Adolescence and Youth: Psychological Development in a Changing World. 2nd ed. New York: Harper & Row, 1977.

Conger discusses the effects of social institutions on adolescent development.

Fernandez, Happy Craven. The Child Advocacy Handbook. New York: Pilgrim Press, 1980.

This book equips teachers, child care workers, other youth-serving professionals, and nonprofessionals to be more effective advocates for children. A resource list, which includes national organizations, hotlines, and books and articles, is included.

Kowinski, William Severini. The Malling of America: An Inside Look at the Great Consumer Paradise. New York: William Morrow, 1985.

Kowinski discusses the shopping mall's impact on contemporary American life is discussed. Of particular interest is the chapter, "Kids in the Mall: Growing Up Controlled."

* Lefstein, Leah M., William Kerewsky, Elliott A. Medrich, and Carol Frank. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1982.

The authors examine the developmental needs of young adolescents and how these needs can best be met in the out-of-school hours. They discuss the impact of family, social, and governmental changes on the age group, and describe several after-school programs. A resource list is included.

* Lipsitz, Joan. Making it the Hard Way: Adolescents in the 1980s. Testimony prepared for the Crisis Intervention Task Force, House Select Committee on Children, Youth, and Families, 98th Congress, First Session, Washington, D.C., October 27, 1983.

Lipsitz presents a current statistical portrait of adolescents and links the data to youth policy trends. In addition to sketching a developmental profile of adolescence, she places the age group within the context of contemporary American life, commenting upon changes in families and communities.

* Available from the Center for Early Adolescence.

Medrich, Elliott A., et al. The Serious Business of Growing Up: A Study of Children's Lives Outside of School. Berkeley, Calif.: Univ. of California, 1982.

The authors describe the results of their Children's Time Study, an investigation of children's and families' use of after-school and summer services. Over 700 sixth graders gave information about how they spent their after-school hours, with their responses divided into five domains: on their own, with their parents, in organized activities, watching television, and earning and spending patterns.

Schwarz, Meg, ed. TV & Teens: Experts Look at the Issues. Reading, Mass.: Addison-Wesley, 1982.

This book of essays deals with television's potential to influence the attitudes and actions of today's adolescents. The contributors describe ways in which television has succeeded and failed in meeting teenagers' needs.

III. MODEL PROGRAMS

Allen, Patricia. Youthbook: Models and Resources for Neighborhood Use. New York: Citizens Committee for New York City, 1980.

This book, which is about programs for youth in the New York City area, includes valuable resources and a bibliography.

Alternatives to Delinquency: 36 Tested Youth Development Programs. New York: Boys Club of America, 1975.

This manual maintains that the best programs for combating juvenile delinquency are the ones in which young people feel a sense of belonging, competence, usefulness, and influence. It describes 36 Boys Club programs that meet those criteria.

Facilitator's Guide to Channel One Programming. Gloucester, Mass.: Channel One Clearinghouse, 1981.

This manual is intended to help communities "channel available energies and resources into getting a job done, for and by youth and the total community."

Harrington, Diane. Towards Excellence: Developing High Standards in Youth Programs. Boston: National Commission on Resources for Youth, 1983. (Available from: Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215.)

The author describes four youth programs in which young people consistently achieve excellence. Key elements these diverse programs have in common are identified and discussed.

* Lefstein, Leah M. and Joan Lipsitz. 3:00 to 6:00 P.M.: Programs for Young Adolescents. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1983.

This catalogue describes in detail 24 after-school programs around the U.S. that are especially effective in serving the needs of young adolescents. Included are ideas about program planning, administration, fund raising, public relations, in-service training, facilities, program evaluation, and staffing.

An Introduction to the Family Day Care Check-In Program: After-School Care for Children Aged 10-14.

A Guide to Operating the Family Day Care Check-In Program: After-School Care for Children Aged 10-14.

Fairfax, Va: Fairfax County Office for Children, 1985 (available from Fairfax County Office for Children, 11212 Waples Mill Road, Fairfax, VA 22030).

Interesting and innovative, the Family Day Care Check-In Program provides children of working parents with flexible adult supervision while allowing them opportunities to plan and participate in activities on their own.

Making a Difference: Young People in Community Crime Prevention. Washington, D.C.: National Crime Prevention Council, 1985 (Available from: National Crime Prevention Council, 733 15th Street N.W. - Suite 540, Washington, D.C. 20005).

The council offers a framework for youth participation in community crime prevention efforts, based on the philosophy that young people are a vital resource. Descriptions of a variety of successful programs from across the United States and Canada provide exciting examples of youth involvement.

Rural Problems. Washington, D.C.: Arthur D. Little, 1979.

This project report describes nine exemplary recreational and educational programs that address the needs of troubled or delinquent youth in small towns and rural communities.

Sturz, Elizabeth Lyttleton. Widening Circles. New York: Harper & Row, 1983.

Sturz tells the story of The Argus Learning for Living Center, which she founded. A model facility in the South Bronx, New York City, Argus helps adolescents in trouble by providing a safe environment, firm discipline, and a strong emphasis on the accumulation of knowledge, competence, and responsibility.

* * * * *

See also: Section I, Farel - Early Adolescence and Religion: A Status Study
Section II, Lefstein
Section IV, Child Care Helper Program
Section V, VOYA

* Available from the Center for Early Adolescence.

IV. PROGRAM DEVELOPMENT, ADMINISTRATION, AND EVALUATION

Baden, Ruth Kramer, Andrea Genser, James A. Levine, and Michelle Seligson. School-Age Child Care: An Action Manual. Boston: Auburn House, 1982.

Despite the authors' concern for the child care needs of young school-age children, this volume contains essential information about planning, implementing, managing, and operating a child care program for any age group.

Banerjee, Virginia. "Planning and Evaluation: The Roles of the Public and Voluntary Sector." Child Welfare, 58 (1979), 229-36.

Banerjee recognizes the difficulties faced by human services organizations when they attempt to plan, provide, and finally evaluate services. She offers realistic suggestions for choosing the appropriate evaluation technique.

Child Care Helper Program: A Guide for Teachers and Program Leaders. New York: Early Adolescent Helper Project, 1984 (available from: Early Adolescent Helper Project, CASE, The Graduate School and University Center of the City University of New York, 33 West 42nd Street, New York, NY 10036).

The Early Adolescent Helper Program prepares 10- to 15-year-olds to work with young children in child care programs. The curriculum consists of 12 flexible seminars based on experiential learning, with hands-on participation and concrete experiences. Young adolescents learn, among other things, active listening skills, child care and child development, problem-solving, and how to do a self-assessment.

Community Action Tool Catalog: Techniques and Strategies for Successful Action Programs. Washington, D.C.: American Association of University Women, 1981.

This book provides step-by-step guidance for carrying out community action programs with volunteers and low budgets. The book offers a quick overview and brief description of the different techniques one can adopt when planning and executing action projects.

* Dorman, Gayle. Planning Programs for Young Adolescents. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1985.

This comprehensive curriculum will help youth-serving agencies

* Available from the Center for Early Adolescence.

improve services for 10- to 15-year-olds. It provides eight instructional modules to teach youth workers and administrators what young adolescents want and need from youth-serving agencies. Using the curriculum, a companion filmstrip, and supplementary monographs, agencies can develop programs that young adolescents enjoy and from which they and their communities benefit.

Gambit: Selected Strategies for Young Adult Programs. Rev. Ed. Baltimore: Maryland Library Association, 1982.

This is a step-by-step, self-help guide to assist librarians in creating programs for young teenagers.

Guide to Quality Program Planning. New York: Boys Clubs of America, n.d.

The purpose of this guide is to help plan programs that meet member and community needs and provide a base for proper evaluation.

Kleinfeld, Judith, and Anne Shinkwin. Lessons Out-of-School: Boy Scouts, Girl Scouts and 4-H Clubs as Educational Environments. Fairbanks, Alaska: Institute of Social And Economic Research, 1983. (University of Alaska, Fairbanks, AK 99701.)

Previous studies have found that youth groups tend to segregate adolescents from adults and keep them busy with trivial activities. In contrast, the authors contend that youth groups should provide increased opportunities for meaningful interaction with adults in an environment where youth can learn and practice new skills.

Kosecoff, Jacqueline, and Arlene Fink. Evaluation Basics: A Practitioner's Manual. Beverly Hills, Calif.: Sage, 1982.

This book explains evaluation techniques to direct service providers who need to evaluate their programs.

* Lefstein, Leah. Planning After-School Programs for Young Adolescents: What Works and Why? Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1984. (Sound/filmstrip; color; 16 minutes.)

This filmstrip with audio cassette explains the characteristics of effective programs, shows several examples of popular activities, and offers a model for successful planning.

* Available from the Center for Early Adolescence.

Long Range Planning: A "How To" Guide for Boys Clubs and Other *Nonprofit Organizations*. *New York: Boys Clubs of America*, 1983.

Recognizing that long-range planning is lacking in many nonprofit organizations, Boys Clubs of America has developed this planning workbook. It covers such essentials as collecting data, setting goals and objectives, developing action plans and budgets, implementing a long-range plan, and evaluating periodically.

Morris, Lynn Lyons, ed. Program Evaluation Kit. Beverly Hills, Calif.: Sage, 1978.

This kit consists of eight books that respond to the practical concerns of people who are confronted with the task of evaluating a social or educational program: 1) Evaluator's Handbook, 2) How to Deal with Goals and Objectives, 3) How to Design a Program Evaluation, 4) How to Measure Program Implementation, 5) How to Measure Attitude, 6) How to Measure Achievement, 7) How to Calculate Statistics, and 8) How to Present an Evaluation Report. The books are available individually or as a set.

School Age Child Care. Champaign, Ill.: YMCA, 1982. (Available from: YMCA Program Store, Box 5077, Champaign, IL 61820.)

This manual provides information on setting up and operating an after-school program for children aged 5 to 12. Agencies will find particularly helpful the sections on staff development, administration, program evaluation, and working with parents and families (including sections on single parents and step families). The nine-month curriculum is targeted for a younger audience, but some of the activities can be adapted for the early adolescent age group.

* * * * *

See also: Section III, A Guide to Operating the Family Day care Check-In Program.
Section V, Clapp

A. COMMUNITY COLLABORATION

Sarason, Seymour B., Charles F. Carroll, et al. Human Services and Resource Networks: Rationale, Possibilities, and Public Policy. San Francisco: Jossey-Bass, 1977.

This "classic" in the field of resource networks describes a three-year project to develop and sustain a network of very diverse individuals for the purpose of exchanging ideas and community resources. The model can be adapted to create and expand out-of-school resources for young adolescents.

Schindler-Raiman, Eva, and Ronald Lippitt. Building the Collaborative Community: Mobilizing Citizens for Action. Riverside, Calif.: Univ. of California Extension, 1980. (Available from: Associates for Youth Development, P.O. Box 36728, Tucson, AZ 85740.)

A practical guide for promoting positive change, this book also includes a number of well-designed strategies and techniques that can be used by people who want to make their communities better places to live.

Smith, Leif and Patricia Wagner. The Networking Game. Denver, Colo.: Network Resources, 1983. (Available from: Network Resources, P.O. Box 18666, Denver, CO 80218.)

Networking with people and other agencies is an effective way to expand the resources available to programs. This handy booklet, illustrated with humorous cartoons, sets out five simple rules for successful networking.

B. FUNDING

"Building the Yellow Brick Road. How One Nonprofit Group Solved Its Funding Dilemmas." CDF Reports, Nov. 1983, pp. 4-5.

In 1976, the Denver Children's Museum was on the brink of closing. This article describes how the new director, Dick Steckel, successfully handled the financial problems faced by the museum.

Hillman, Howard, and Marjorie Chamberlain. The Art of Winning Corporate Grants. New York: Vanguard Press, 1980.

Hillman offers valuable tips on how to obtain corporate funding, including identifying sources of grants, writing proposals, and meeting with those responsible for awarding the grants. He includes sample proposals and information sources.

Kurzig, Carol M. Foundation Fundamentals: A Guide for Grantseekers. New York: The Foundation Center, 1980.

To help novices and experienced grantseekers become more familiar with the world of foundations, Kurzig describes the various types of foundations, the grants they make, how to get the necessary facts, and how to locate those most likely to fund a particular proposal.

Shellow, Jill R. The Grantseekers Guide: A Directory for Social and Economics Justice Projects. Chicago, Ill.: The National Network of Grantmakers and the Interreligious Foundation for Community Organization, 1981.

Brief chapters on preparing a proposal, obtaining tax-exempt status, securing corporate philanthropy, and attaining organizational accountability, are followed by descriptive listings of national and regional grantmakers.

Smith, Craig W., and Eric W. Skjei. Getting Grants: A Creative Guide to the Grants System. New York: Harper & Row, 1980.

Getting Grants offers practical advice on finding funders, writing convincing proposals, and developing strategies for program design. The authors provide a helpful glossary and appendices listing additional resources.

Stalking the Large Green Grant: A Fundraising Manual for Youth Serving Agencies. Washington, D.C.: National Youth Work Alliance, 1980.

This handbook provides information on writing a grant proposal and influencing funding policy. It also describes over 50 federal programs that offer funding to youth-serving agencies. Although recent funding cuts are not reflected, this manual continues to be a valuable resource, because many of the programs are still operating.

Sternberg, Sam. National Directory of Corporate Charity. San Francisco, Cal.: Regional Young Adult Project, 1984 (available from Regional Young Adult Project, 330 Ellis Street, Fifth Floor, San Francisco, CA 94102).

This volume offers information about corporate charitable activities of 2,600 major U.S. corporations. Entries include funding categories, such as youth service, community arts, and minority programs, examples of grant recipients, amount of giving, and the name of the contact person. There is a geographical index, by state, and a funding-category index that cites corporations that make donations in each category.

V. PROGRAM IMPLEMENTATION

Auvine, Brian et al. A Manual for Group Facilitators. Madison, Wis.: Center for Conflict Resolution, 1977. (Available from Center for Conflict Resolution, 731 State St., Madison, WI 53703.)

A valuable resource for anyone involved as a group leader, facilitator, or participant, this manual details useful and effective techniques to help groups work well.

Boshear, Walton C. and Karl G. Albrecht. Understanding People: Models and Concepts. San Diego: Cal.: University Associates, 1977.

A variety of communication models are discussed, including individual and dyad models, group and organization models and problem-solving models. Different frameworks for viewing relationships and communication processes are particularly helpful.

Canfield, Jack, and Harold Wells. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

This handbook contains 100 thought-provoking exercises designed to help young people understand and accept themselves better. Although intended for classroom use, the exercises are applicable to a variety of settings.

Cartwright, Dorwin, and Alvin Zander. Group Dynamics: Research and Theory. New York: Harper & Row, 1968.

This basic text on groups offers articles on a variety of topics, including group membership, pressures to conform, power and influence, and leadership and motivational processes.

Clapp, Steve and Jerry O. Cook. Youth Workers' Handbook. Rev. Ed. Champaign, Ill.: 4-C Resources, 1983.

This handbook, designed to help church youth workers, includes information on program planning, activities, service projects, fundraising, and working with youth. A resource list is included.

DeWit, Lindy, and Cheryl Bronte. Group Self Structure: A Way to Maximize Human Potential. How it Applies to a Youth Serving Agency. Pasadena, Calif.: Girls Clubs of Pasadena, 1981.

Group Self Structure encourages adults and youth to exchange ideas, plan activities together, and share responsibility for the results of their efforts. This book explains how to recruit, train, and supervise staff, as well as how to implement this method gradually.

Gainey, Pat. Green Circle Activities Manual for Secondary Students: Grades 7-12. Philadelphia: Green Circle Program, 1982. (801 Market St., Philadelphia, PA 19105.)

Green Circle is a nonprofit educational organization that develops human relations programs for elementary and secondary school children. This manual has been divided into two sections: 1) activities to develop positive self-image, and 2) activities to increase understanding of human differences. Although designed primarily for educational settings, these activities could be adapted easily for youth groups.

Lesser, Bernard. Youth Group Management: A Multi-Functional Approach. Westport, Conn.: Technomic Publishing, 1982.

The author discusses several topics of interest to youth workers: group process, planning strategies, motivation, use of volunteers, drugs and alcohol, sexuality, career guidance, and community involvement. Included is an extensive resource list of organizations and materials.

Nielsen, Linda. How to Motivate Adolescents: A Guide for Parents, Teachers, and Counselors. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

This practical guidebook describes specific techniques for motivating young people to improve their behavior and academic performance. The author discusses the roles of teachers, family, and friends in assisting adolescents to reach their full potential. Of particular interest is a discussion of minority youth and their special needs.

Rogers, Anita M. and Diane Guerin. Conflict Resolution: A Facilitator's Guide. Philadelphia, Pa.: The Consortium, 1984. (Available from The Consortium, P.O. Box 8076, Philadelphia, PA 19101.)

Created for use with teenagers, these modules contain lessons and activities on self concept, culture, community, group building, and racism and prejudice. The modules can be used separately or offered collectively as a complete course in conflict resolution.

Siegel, Eileen, ed. How To Do It. New York: Boys Clubs of America, published semi-annually.

This Boys Club magazine provides specific programming ideas and articles of interest to program administrators.

Voice of Youth Advocates (VOYA). 3936 West Colonial Parkway, Virginia Beach, VA 23452.

Edited by Dorothy Broderick and Mary K. Chelton, VOYA is a quarterly journal for librarians and others who work with and advocate for youth. An indispensable source of information, VOYA includes information about successful programs, book and media reviews, resources, and articles.

VI. YOUTH PARTICIPATION

Ellis, Susan, ed. Children as Volunteers. Philadelphia, Pa.: Energize Associates, 1983. (Available from: Energize Associates, 5450 Wissahickon Ave., Philadelphia, PA 19144.)

This guidebook explains how young people under the age of 14 can offer their special abilities as volunteers. Model programs are described and practical suggestions are provided.

An Introductory Manual on Youth Participation for Program Administrators. Washington, D.C.: Office of Youth Development, 1976. (Division of Youth Activities, 200 Independence Ave. SW, Washington, DC 20201. [Pub. No. OHD/OYD 76-26045].)

Agencies that want to initiate or improve a youth participation project will find this manual very helpful, because it gives practical advice on finding a project, obtaining support, recruiting, involving the school, developing a management scheme, and solving common problems.

Kohler, Mary C. Young People Learning to Care: Making the Difference Through Youth Participation. New York: Seabury Press, 1983.

Using examples from three experimental youth participation programs developed by the National Commission on Resources for Youth, the author argues that society must provide opportunities for youth to participate in challenging community activities that have a positive impact. Of particular interest are the chapters entitled "Getting Adults Ready" and "Finding the Right Adult."

Schine, Joan, Barbara Shoup, and Diane Harrington. New Roles for Early Adolescents in Schools and Communities. New York: National Commission on Resources for Youth, 1981. (Available from: Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215.)

This book advocates expanding opportunities for young adolescents to participate actively in society. Included are a background paper on youth participation and the young adolescent, case studies of different types of youth participation programs, and guidelines for implementing a program.

Stern, Alvera. The Pizza Paradigm or "How to Run Successful Youth Participation Programs." Ames, Iowa: Youth & Shelter Services, 1983.

Using examples from successful, on-going projects of Youth & Shelter Services, Stern discusses four essential factors for successful youth participation programs. She offers practical advice on conducting meetings, coping with legal and ethical concerns, budgeting, and evaluating.

You Make the Difference: The Handbook for Cadette and Senior Girl Scouts. New York: Girl Scouts, 1983.

Of particular interest in this book is the chapter entitled "Getting it Together, or How to Work in Groups," a review of group dynamics written for the young adolescent.

"Youth Participation for the Early Adolescent." Resources for Youth, 10, No. 3 (1981). (Available from: Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215 [#21B].)

This entire issue focuses on youth participation projects tailored to the needs of the early adolescent age group.

Youth Participation in School and Public Libraries. Boston, Mass.: National Commission on Resources for Youth, 1983. (Available from: American Library Association, 50 East Huron St., Chicago, IL 60611.)

A collaborative effort between the National Commission on Resources for Youth and Young Adult Services Division of the American Library Association, this monograph provides a guide for creative youth participation. Included are descriptions of successful projects in libraries around the country.

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See also: Section III, Making a Difference
Section IV, Child Care Helper Program

VII. RACIAL, ETHNIC, AND GENDER DIFFERENCES

A. MULTICULTURAL

Austen, Mary C., and Esther C. Jenkins. Promoting World Understanding Through Literature, K-8. Littleton, Colo.: Libraries Unlimited, 1983.

The authors provide an extensive annotated bibliography of multiethnic books under such categories as blacks, Mexican-Americans, and Native Americans. Included in each category are folk literature, general fiction, historical fiction, biography, poetry, and songs. The age range suggestions and ideas for introductory and follow-up activities are particularly helpful.

Connections, a quarterly magazine published by Boys Clubs of America, 771 First Avenue, New York, NY 10017.

The Winter 1984-85 and Spring 1985 issues contain the first two sections of a four-part series on minority youth. The first part gives demographic data on white and non-white populations, while the second part focuses on Hispanic youth. The last two parts will target black and Asian youth populations.

Council on Interracial Books for Children, Inc.
Racism and Sexism Resource Center
1841 Broadway
New York, NY 10023
(212) 757-5339

The CIBC grew out of a belief that children must be raised in a bias-free environment if they are to develop a positive self-identity and openness to people of other backgrounds and beliefs.

The Racism and Sexism Resource Center was established in 1975 to develop and disseminate teaching and training materials designed to reduce racism and sexism in school and society. The Center's catalog lists two resources of particular interest:

1) Triple Jeopardy, a sound filmstrip or slideshow prepared for an adult audience, in which comments and experiences of three working women--a Latina, a black American, and an Asian American--are presented. The "triple" refers to the fact that they are female, from a minority group, and living in poverty.

2) Unlearning "Indian" Stereotypes; Unlearning Asian-American Stereotypes, and Unlearning Chicano and Puerto Rican Stereotypes. Three sound filmstrips for the elementary/junior high school audience. Each is narrated by children of the respective cultures. Teacher's guides with suggested activities are provided for each filmstrip.

Davis, Sally M. and Mary B. Harris. "Sexuality Knowledge, Sexual Interests, and Sources of Sexual Information of Rural and Urban Adolescents from Three Cultures." Adolescence, 17 (1982), 471-492.

The authors surveyed adolescents of Anglo, Hispanic, and Native American cultures to determine whether their sources of sexual information were related to their gender, ethnic background, or residence (urban or rural).

Dillard, John M. Multicultural Counseling. Chicago, Ill.: Nelson-Hall, 1983.

The author presents a process for multicultural counseling which allows for the variations in values and behavior of members of different ethnic groups, including Native Americans, Puerto Ricans, Mexican-Americans, Chinese, Vietnamese, and Southern Appalachian Anglo Americans.

Fantini, Mario D. and René Cárdenas. Parenting in a Multicultural Society. New York: Longman, 1980.

The unifying theme of this anthology is the concept of cultural pluralism--a recognition of community values, the dignity inherent in local cultural customs, and the need for tolerance in relating to cultural diversity. Part Two, "Parenting in a Multicultural Society," contains chapters on blacks, Mexican-Americans, Asians, and Puerto Ricans that include useful background information.

Gabelko, Nina H., and John U. Michaelis. Reducing Adolescent Prejudice: A Handbook. New York: Teachers College Press, Columbia Univ., 1981.

Although it is a teacher's handbook for secondary social studies classes exploring prejudice, this book's lesson plans can easily be adapted for use with young adolescents outside the classroom setting. Topics covered include stereotypes, overt and covert discrimination, the economics of discrimination, religious intolerance, sex roles, and sex discrimination.

Mindel, Charles H. and Robert W. Habenstein. Ethnic Families in America: Patterns and Variations. New York: Elsevier, 1976.

This collection focuses on different ethnic and racial groups in America and includes comprehensive articles on Native Americans, Puerto Ricans, Chinese, Greeks, Arabs, blacks, and Mexican-Americans.

National Clearinghouse for Bilingual Education
1555 Wilson Blvd., Suite 605
Rosslyn, VA 22209
(1-800) 336-4560

The N.C.B.E. addresses the information needs of groups and individuals with backgrounds reflecting more than 70 minority languages. The Clearinghouse provides information on research, theory, methodology, and policy and reviews material on bilingual education, English as a second language, refugee education, and related subjects.

The N.C.B.E. has compiled a variety of information packets relevant to the education of the U.S. minority language population. (See: Section VI-A.1., Indochinese Information Packet).

Staples, Robert and Alfredo Mirandé. "Racial and Cultural Variations among American Families: A Decennial Review of the Literature on Minority Families." Journal of Marriage and the Family, 42 (1980), 887-903.

Using a thematic approach, the authors review the research on Asian, black, Chicano and Native American families.

1. Asians

Bridging Cultures: Southeast Asian Refugees in America. Los Angeles, Cal.: Asian-American Community Mental Health Training Center, 1981.

These articles provide an overview of Vietnamese, Laotian, and Cambodian immigrant populations, explore social policy issues, and describe various mental health service approaches which are being used with these populations. The background information on the social and cultural values of the different groups is helpful.

Brower, Imogene C. "Counseling Vietnamese." The Personnel and Guidance Journal, 58 (1980), 646-652.

Brower describes cultural attributes to help adults understand and work with Vietnamese immigrants. The importance of the proper use of Vietnamese names, the meaning of non-verbal cues, family structure, and attitudes toward sex roles are discussed.

Ho, Man Keung. "Social Work with Asian Americans." In Differential Diagnosis and Treatment in Social Work. Ed. Francis J. Turner. 3rd ed. New York: The Free Press, 1983, pp. 604-613.

Although written for social workers, the background information on the cultural values of Asian Americans is useful for all adults working with this population.

Indochinese Information Packet. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1984. (Available from: National Clearinghouse for Bilingual Education.)

Included in the packet are: Vietnamese tests, Cambodian materials and resources, a directory of services, a bibliography of articles, and articles on Indochinese, Vietnamese, Cambodian, Lao, and Hmong cultures.

Lique, Kathleen H. A Mutual Challenge: Training and Learning with the Indochinese in Social Work. Boston, Mass.: Boston University, 1982. (Available from: Boston University School of Social Work, Division of Continuing Education, 264 Bay State Road, Boston, MA 02215.)

The chapters in Part I are particularly useful for youth workers, because they discuss the refugee experience, adapting to a new culture, and understanding other cultures. Excellent resource lists and a comparative chart of Vietnamese, Cambodian, Hmong, and Lao social and cultural customs are invaluable.

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See also: Section VII-A, Connections
Section VII-A, Council on Interracial Books for Children
Section VII-A, Dillard
Section VII-A, Fantini
Section VII-A, National Clearinghouse for Bilingual Education

2. Blacks

Black and White Children in America: Key Facts. Washington, D.C.: Children's Defense Fund, 1985.

Substantive data support CDF's principal conclusion that the economic, familial, educational, and health status of black children has deteriorated considerably.

Hale, Janet. "The Black Woman and Child Rearing." In The Black Woman. Beverly Hills, Cal.: Sage, 1980, pp. 79-87.

The dynamics of black child-rearing practices have shed light on some of the conflicts black children have in other social contexts. This readable book can help workers interpret and understand the behavioral characteristics of black children.

Hill, Robert B. The Strengths of Black Families. New York: Emerson Hall, 1972.

In this National Urban League Research Study, Hill strips away the myths and stereotypes that have been attached to the black family by rigorously analyzing and disclosing the weaknesses and biases of previous studies.

Jones, Darielle L. "African-American Clients: Clinical Practice Issues." In Differential Diagnosis and Treatment in Social Work. Ed. Francis J. Turner. 3rd ed. New York: The Free Press, 1983, pp. 565-578.

This article provides background information on the behavior, attitudes, and cultural and societal elements of blacks in America. Although written for social workers, it is useful for all adults working with minority populations.

Ladner, Joyce A. Tomorrow's Tomorrow: The Black Woman. Garden City, N.Y.: Doubleday, 1971.

Ladner explores the complexity of black womanhood as a socio-historical phenomenon and as it relates to low-income adolescent black girls.

Moore, Evelyn K. "Policies Affecting the Status of Black Children and Families." In Black Families. Ed. Harriette McAdoo. Beverly Hills, Cal.: Sage, 1981, pp. 278-290.

In this informative article, Moore discusses the critical effect public policy has on black children. She offers background information on problems such as the lack of sufficient child care, health care, and educational opportunities, as well as suggestions for solutions to these dilemmas.

Ogbu, John U. "Black Education: A Cultural-Ecological Perspective." In Black Families. Ed. Harriette McAdoo. Beverly Hills, Cal.: Sage, 1981, pp. 139-154.

Ogbu examines the problem of underachievement of black school children from a cultural perspective. He raises issues including the development of self-esteem, attitudes toward planning for careers, and the influence of role models in the family and community.

Peters, Marie F., ed. "Black Families." Journal of Marriage and Family, 40 (1978). (Special Issue.)

This entire issue is devoted to a discussion of black families. It is one of the few resources that pulls together important research on the topic.

Reid, Pamela T. "Socialization of Black Female Children." In Women: A Developmental Perspective. Ed. Phyllis W. Berman and Estelle R. Ramey. Washington, D.C.: GPO, 1982, pp. 137-156.

This is primarily a review of some of the literature focusing on sex-role socialization and the development of self-esteem of black females.

Willie, Charles Vert. A New Look at Black Families. 2nd ed. Bayside, N.Y.: General Hall, 1981.

Using a case study approach, this book examines what it is like to be black in the Unites States. All socioeconomic classes of blacks are included--affluent, working class, and poor.

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See also: Section VII-A, Austen
Section VII-A, Council on Interracial Books for Children
Section VII-A, Fantini
Section VII-A, Mindel
Section VII-B, Brooks-Gunn

3. Hispanics

Aguilar, Ignacio. "Initial Contacts with Mexican-American Families." In Differential Diagnosis and Treatment in Social Work. Ed. Francis J. Turner. 3rd ed. New York: The Free Press, 1983, pp. 614-620.

Although written for social workers, the background information on sociocultural elements in Mexican-American families is useful for all adults working with this population.

Alzaga, Florinda. "The Three Roots of Cuban Heritage." Agenda: A Journal on Hispanic Issues (Jan./Feb. 1980), 1-3. (Available from the National Clearinghouse on Bilingual Education.)

The author traces the historical roots of Cubans--Spanish, Black, and Taino--to help readers better understand contemporary Cubans.

Casaus, Lius, Miguel Arciniega and Max Castillo. Parenting Models and Mexican Americans: A Process Analysis. Albuquerque, N.M.: Pajarito Publlications, 1982. (Available from Pajarito Publications, P.O. Box 7264, Albuquerque, N.M. 87104)

The first two chapters are of particular interest. Chapter one provides an historical, psycho-socio-cultural overview of Mexican American families, while the following chapter looks at the impact of the larger social system on family life.

Cortés, Carlos E. "The Chicanos - A Frontier People." Agenda: A Journal of Hispanic Issues. (Available from the National Clearinghouse on Bilingual Education.)

Cortes explores the underlying themes in Chicano history that embody the essence of the Mexican-American experience.

Delgado, Melvin, and Denise Humm-Delgado. "Natural Support Systems: Source of Strength in Hispanic Communities." Social Work, 27 (1982), 83-89.

The authors review four types of natural support systems and the needs they serve in Hispanic communities, and discuss the implications for direct service planning and social policy.

Dworkin, A. Gary, and Richard C. Stephens. "Mexican-American Adolescent Inhalant Abuse: A Proposed Model." Youth & Society, 11 (1980), 493-503.

Inhalants are a primary drug of choice by Mexican-American youth. The authors present a theoretical model which explains this phenomenon.

Ghali, Sonia Badillo. "Understanding Puerto Rican Traditions." Social Work, 27 (1982), 98-102.

The traditions and culture of the Puerto Rican community, including traditional parenting styles, the development of self-image, and social customs, provide background information that is crucial for individuals working with this population.

Gonzalez, Alex. "Sex Roles of the Traditional Mexican Family: A Comparison of Chicano and Anglo Students' Attitudes." Journal of Cross-Cultural Psychology, 13 (1982), 330-339.

The results of this study indicate that ethnic background and gender are important factors to consider when analyzing sex roles.

Grossman, Herbert. Educating Hispanic Students: Cultural Implications for Instruction, Classroom Management, Counseling, and Assessment. Springfield, Ill.: Charles C. Thomas, 1984.

The purposes of this book are twofold: 1) to provide an accurate picture of the cultural characteristics of Hispanics in relation to education, and 2) to offer specific suggestions for how professionals can use this knowledge to develop appropriate techniques for working with Hispanic students and their parents. The findings represent the results of a study of 500 Hispanic and non-Hispanic professionals--counselors, educators, psychologists, and others--who responded to an extensive questionnaire.

Hernández, Carrol A., Marsha J. Haug and Nathaniel N. Wagner. Chicanos: Social and Psychological Perspectives. 2nd ed. St. Louis, Mo.: C.V. Mosby, 1976.

The first two chapters of this collection are of particular interest. Chapter one is a discussion of ethnic pride and self-image of Mexican-Americans; Chapter two addresses intercultural conflicts as they relate to the Chicano family.

Mirandé, Alfredo. "A Reinterpretation of Male Dominance in the Chicano Family." The Family Coordinator, 28 (1979), 473-479.

The traditional view of the Chicano family as patriarchal is not supported by the recent research studies that the author reviews.

Montalvo, Braulio. "Home-School Conflict and the Puerto Rican Child." Social Casework, 55 (1974), 100-110.

Despite its schooling focus, this article presents helpful linkages between children's behavior, adult intervention, and cultural background.

Montiel, Miguel. "The Chicano Family: A Review of Research." Social Work, 18, No. 2 (1973), 22-31.

After critically reviewing some of the major studies that focus on the roles of the traditional Chicano family in the socialization process, the author suggests that future research target the social and educational institutions serving this population.

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See also: Section VII-A, Austen
Section VII-A, Connections
Section VII-A, Council on Interracial Books for Children
Section VII-A, Davis
Section VII-A, Fantini
Section VII-A, Mindel
Section VII-A, National Clearinghouse on Bilingual Education

4. Native Americans

Edwards, E. Daniel, and Margie E. Edwards. "American Indians: Working with Individuals and Groups." Social Casework, 61 (1980), 498-506.

The authors provide background information on the cultural strengths and weaknesses of Native Americans, including an emphasis on the importance of both the individual and the group. Group processes that achieve consensus are most effective when working with this population.

Kessel, Jo Ann and Susan P. Robbins. "The Indian Child Welfare Act: Dilemmas and Needs." Child Welfare, 63 (1984), 225-232.

Since its passage in 1978, this Act has been a source of controversy, not well understood, and therefore not effective. The authors give an overview of the law, discuss obstacles to its implementation, and suggest ways by which these obstacles may be overcome.

Lewis, Ronald G., and Wallace Gingerick. "Leadership Characteristics: Views of Indian and Non-Indian Students." Social Casework, 61 (1980), 494-497.

The attitudes and behaviors which define leadership among Native Americans differ from those of the non-Indian population. This is important for adults to consider, both in their own exercise of leadership and in their expectations of Indian youth.

Red Horse, John G. "Family Structure and Value Orientation in American Indians." Social Casework, 61 (1980), 462-467.

This article underscores the importance of the role played by the extended family in American Indian life.

Unger, Steven, ed. The Destruction of American Indian Families. New York: Association on American Indian Affairs, 1977.

This book contains important background information on problems currently facing the Native American population, despite the fact that it pre-dates the passage of the Indian Child Welfare Act in 1978.

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See also: Section VII-A, Austen
Section VII-A, Council on Interracial Books for Children
Section VII-A, Davis
Section VII-A, Dillard
Section VII-A, Mindel

B. GENDER

An Action Agenda for Equalizing Girls' Options. New York: Girls Clubs of America, 1985.

This handy folder contains five inserts on girls and their status in the family, school, community, workplace, and nation. Each insert lists a fact about the issue and suggests ways to deal with it.

Berkovitz, Irving H. "Effects of Secondary School Experiences on Adolescent Female Development." In Female Adolescent Development. Ed. Max Sugar. New York: Brunner/Mazel, 1979, pp. 173-198.

The author examines the influence of secondary education on adolescent girls' self-image and gender role options. He discusses peer group influence, academic underachievement, and biological and cultural factors, and he explores the effects of sex stereotyping by the staff, textbooks, curriculum, and counseling.

Block, Jeanne H. "Psychological Development of Female Children and Adolescents." In Women: A Developmental Perspective. Ed. Phyllis W. Berman and Estelle R. Ramey. Washington, D.C.: GPO, 1982, pp. 107-124.

Because of parents' socialization practices, girls tend to be less independent and ambitious, and have lower self-esteem than boys. The author suggests how the socialization process of boys might be integrated with that of girls in order to enable girls to be more independent.

Block, Jeanne H. Sex Role Identity and Ego Development. San Francisco, Cal.: Jossey-Bass, 1984.

Based on a longitudinal study of ego development in children, Block develops a framework for understanding and interpreting gender differences and the psychology of sex roles.

Brooks-Gunn, Jeanne, and Anne C. Petersen, eds. Girls at Puberty: Biological and Psychological Perspectives. New York: Plenum, 1983.

This is an important collection of studies that focuses on girls reaching puberty. The studies are current and comprehensive, representing a broad range of disciplines.

Facts and Reflections on Careers for Today's Girls. Indianapolis, Ind.: Girls Clubs of America, National Resource Center, 1985.

This book discusses the socialization of girls in families and in school, girls' early work experience, and a number of other topics. Strategies for intervention and practical suggestions for solving problems faced by girls are offered.

Facts and Reflections on Female Adolescent Sexuality. New York: Girls Clubs of America, 1982.

The 'facts' include information, set in a social context, on puberty, sexual activity, contraception, health, pregnancy, and parenthood.

Forisha, Barbara L. Sex Roles and Personal Awareness. Morristown, N.J.: General Learning Press, 1978.

This introduction to the issue of changing sex roles uses case studies to illustrate how sex roles affect self-image and interactions with others. The author examines the origin of sex roles, how children are socialized into roles, and the impact that changing roles have on the family.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge, Mass.: Harvard Univ. Press, 1982.

This book about moral development is based on Gilligan's study of women, their moral choices and conflict. Gilligan maintains that psychologists have historically viewed female moral development, which focuses on the importance of human relations, as inferior to male moral development, which focuses on autonomy and separation. Pointing out this hidden research bias, Gilligan argues for a broader view of moral development that regards the "different voice" of women's moral concerns as a human strength.

Girls: Are We Failing Them? Philadelphia, Pa.: Girls' Coalition of Southeastern Pennsylvania, 1982. (Available from Girls' Coalition of Southeastern Pennsylvania, YWCA of Philadelphia, 2027 Chestnut St., Philadelphia, PA 19103.)

This provides an excellent example of what an organization made up of concerned citizen volunteers can accomplish. Although much of the material is specific to Southeastern Pennsylvania, the scope of the report, the coalition's recommendations, and the chapter on adolescence and girls are of interest to youth workers.

Girls Clubs of America, Inc.
National Resource Center
441 West Michigan Street
Indianapolis, IN 46202
(317) 634-7546

The resource center provides a national information network on girls' issues, focusing on the development, evaluation and dissemination of programs sensitive to the needs of girls and research on issues affecting girls' growth and development.

Konopka, Gisela. Young Girls: A Portrait of Adolescence. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Konopka and her colleagues interviewed almost 1,000 young women aged 12 to 18. The author describes the interviewees' attitudes toward adolescent concerns, such as sexuality, life goals, schools, youth organizations, and friends.

Lefstein, Leah and Heather Johnston Nicholson. "Is Separatism Right Road to Leadership?" New Directions for Women, 12, No. 1 (Jan./Feb. 1983), 5+.

This article focuses on whether girls and boys benefit from being separated in youth-serving programs. Both the pros and cons are presented.

* Lipsitz, Joan. "The Economic Future of Girls and Young Women." Carrboro, N.C.: Center for Early Adolescence, University of North Carolina at Chapel Hill, 1984.

This keynote address, prepared for a national conference, includes a review of statistics on marriage, divorce, childbearing, education, labor force participation, occupational distribution and earnings. Dr. Lipsitz discusses societal confusion and ambivalence about female values and work, and the dilemmas posed by the issues.

Maccoby, Eleanor Emmons and Carol Nagy Jacklin. The Psychology of Sex Differences. Stanford, Cal.: Stanford University Press, 1974.

This standard reference on the psychology of sex differences addresses the questions of how the sexes differ and how they are the the same in terms of psychological, rather than sexual, functioning.

* Available from the Center for Early Adolescence

Rierdan, Jill, and Elissa Koff. "The Psychological Impact of Menarche: Integrative Versus Disruptive Changes." Journal of Youth and Adolescence, 9 (1980), 49-58.

According to the results of this study, the onset of menstruation is not a disruptive experience for most young adolescent girls.

Rosenberg, Florence, R., and Roberta G. Simmons. "Sex Differences in the Self-Concept in Adolescence." Sex Roles, 1 (1975), 147-159.

In a study of approximately 2,000 children and adolescents, it was found that striking gender differences emerge during adolescence. Girls are more self-conscious, more vulnerable, and more concerned with promoting interpersonal harmony than boys. It is suggested that the socialization process is at least partially responsible for these differences.

Sugar, Max, ed. Female Adolescent Development. New York: Brunner/Mazel, 1979.

A compilation of readings on various aspects of biological, social, and psychological development in adolescent females, this book includes important contributions by Anne C. Petersen on pubertal and cognitive development.

Tittle, Carol Kehr. Careers and Families: Sex Roles and Adolescent Life Plans. Beverly Hills, Cal.: Sage, 1981.

Based on a survey of high school students, this study expands the traditional consideration of values in career life planning, which heretofore had an occupational focus, to include values related to marriage and parenthood. The interviews with young women are particularly insightful.

Today's Girls: Tomorrow's Women, A National Seminar. Rev. ed. New York: Girls Clubs of America, 1980.

These proceedings review some of the issues and problems related to the adolescent girl in a time of changing roles for women, land cover such topics as adolescent sexuality, education, and employment of women. Highly readable, it is full of useful information and includes a resource list and bibliography on adolescent girls.

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See also: Section I, Offer
Section VII-A, Davis
Section VII-A.2, Hale
Section VII-A.2, Ladner
Section VII-A.2, Reid

VIII. PHYSICAL AND EMOTIONAL HEALTH

Adolescence: Intervention Strategies. Richmond, Va.: Office of Training and Manpower Development, Virginia Department of Mental Health and Mental Retardation, 1983.

This training curriculum provides youth workers with 1) a basic understanding of adolescent development and 2) the interpersonal skills and knowledge necessary to deliver high-quality youth services. Even though the focus is on drug abuse prevention, all adults who work with youth will find much of the curriculum useful. Included are participants' and trainer's manuals, handouts, and overhead transparencies.

Bruch, Hilde. The Golden Cage: The Enigma of Anorexia Nervosa. Cambridge, Mass.: Harvard Univ. Press, 1978.

Dr. Bruch explores the "hunger" disease which is affecting young people, mostly females, at a rapidly increasing rate. She describes pre-illness problems that can alert adults before the potentially fatal illness develops.

Coates, Thomas J., Anne C. Petersen, and Cheryl Perry, eds. Promoting Adolescent Health: A Dialog on Research and Practice. New York: Academic Press, 1982.

This collection of articles uses a multidisciplinary approach to promote adolescent health. Taking into account what is known about adolescent development and behavior, the contributors discuss several problem areas, including smoking, sexuality, health-risk eating behaviors, drugs and alcohol.

Glynn, Thomas J. "From Family to Peer: A Review of Transitions of Influence Among Drug-Using Youth." Journal of Youth and Adolescence, 10 (1981), 363-83.

The author reviews the research concerning relative and independent influences of family and peers upon adolescent drug use. Although he does not focus specifically on early adolescence, his explanation of the three stages of drug use (initiation into alcohol, initiation into marijuana, and initiation into other illicit drugs) provides a useful framework for understanding the pressures faced by many 10- to 15-year-olds.

Jewett, Claudia L. Helping Children Cope with Separation and Loss. Harvard, Mass.: Harvard Common Press, 1983.

The author, a family therapist, presents practical techniques that parents, guardians, and professionals can use to help children cope with parental absence caused by death, divorce, foster care, or adoption.

Kennedy, Eugene. On Becoming a Counselor: A Basic Guide for Non-Professional Counselors. New York: Seabury Press, 1977.

This book is intended for those without professional psychological training who find themselves in a counseling role as part of their work. The author discusses such topics as emotional involvement, interviewing skills, depression, suicide, and the problems of healthy people.

Konopka, Gisela. "Coping With Stresses and Strains in Adolescence." Children & Youth Services Review, 1 (1979), 261-77.

Konopka describes some of the specific stresses and strains with which young people need to cope. She discusses results of some empirical research on the ways in which adolescents handle stress.

Lee, A. Russell, and Charlotte P. Ross. Suicide in Youth and What You Can Do About It: A Guide for School Personnel. West Point, Pa.: Merck Sharp & Dohme, n.d. (Health Information Services, Merck Sharp & Dohme, Division of Merck & Co., West Point, PA 19486. [Pub. No. SU13:181-65C].)

This pamphlet presents practical advice on recognizing the danger signs of suicide and responding to a potential suicide victim.

Lofquist, William A. Discovering the Meaning of Prevention. Tucson, Ariz.: Associates for Youth Development, 1984.

Using a developmental approach, Lofquist offers practical advice, strategies and skills to help people plan, implement and evaluate their own prevention programs.

Mack, John and Holly Hickler. Vivienne: The Life and Suicide of an Adolescent Girl. Boston, Mass.: Little, Brown, 1981.

The first half of this book details the life and suicide of 14-year-old Vivienne, drawing from her own diary, poems, and letters, and from interviews with family members and friends. In the second half, the authors present a discussion of the dynamics underlying Vivienne's death. It is a valuable in-depth case study suitable for lay persons and professionals.

McCoy, Kathy. Coping with Teenage Depression: A Parent's Guide. New York: New American Library, 1982.

Although aimed directly at parents, this comprehensive handbook, designed to help identify and deal with depressed teenagers, is extremely useful for any adult who works with young people.

McCoy lists stresses that may trigger depression and discusses early warning signs. She emphasizes the importance of parent-teen communication and careful selection of outside help. The Appendix provides useful resources.

Tessler, Dianne Jane. Drugs, Kids, and Schools: Practical Strategies for Educators and Other Concerned Adults. Santa Monica, Calif.: Goodyear, 1980.

Educators and parents concerned about drug use in their communities will appreciate Tessler's direct approach. She presents a broad range of information about drugs and proposes ideas for drug-education programs. This material is designed to educate adults about substance abuse and to describe ways in which community agencies can cooperate to provide drug abuse prevention programs. The author includes a resource list of drug information agencies.

Varenhorst, Barbara. "Skeletons Clad Only With Skin: The Tragedy of Anorexia." Youthworker, 1 (1984), 68-72.

Varenhorst describes the possible causes of anorexia, the youth worker's role in treatment, and a profile of the typical anorexic.

Whittaker, James K., James Garbarino, et al. Social Support Networks: Informal Helping in the Human Services. New York: Aldine Publishing, 1983.

The authors maintain that social support networks -- extended family, friends, neighbors, and other "informal" helpers -- augment the traditional helping professions to provide a more effective response to people in need of help. Practical suggestions are provided for understanding, identifying, creating, and using social support networks as a complementary strategy to professional aid. The chapters on services for adolescents are particularly useful.

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See also: Section V, Rogers

IX. ADOLESCENT ABUSE AND NEGLECT

Fisher, Bruce, et al. Adolescent Abuse and Neglect: Intervention Strategies. Washington, D.C.: GPO, 1980.

One of a series, this comprehensive user manual covers identification and reporting, assessing needs, planning treatment, and providing ongoing services. The appendix describes available assessment tests.

Identifying Adolescent Abuse: A Resource Guide for Professionals. St. Paul, Minn.: Fact to Face Health and Counseling Service, 1978. (Available from Face to Face Health and Counseling Service, 730 Mendota, St. Paul, MN 55106.)

This pamphlet provides brief guidelines for recognizing abuse and incest situations.

Lonnborg, Barbara, Marilyn Fischbach and Melinda J. Bickerstaff. Youth Helping Youth: A Directed Group Experience for Abused Adolescents. Boys Town, Neb.: Boys Town, 1981.

Youth Helping Youth is a six-week program of meetings for groups of abused adolescents. The introductory chapters contain information on abuse, group processes, and a guide for the group leader.

Plummer, Carol A. Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents. Holmes Beach, Fla.: Learning Publications, 1984.

These curriculum guides are for grades K-6, 7-12, and special populations. Designed to be used by individuals who work with young people, they include sample letters to parents, fact sheets, activities, role plays, reporting procedures, and pre/post tests.

Tower, Cynthia Crosson. Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting and Classroom Management. Washington, D.C.: National Education Association, 1984.

The information in this book is useful for any adult working with children and/or adolescents. Topics covered include: recognizing, reporting, and validating signs of abuse or neglect; going to court, and preventing future cases.

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See also: Section VII-A, Dillard

X. MISCELLANEOUS

Erickson, Judith B. Directory of American Youth Organizations. Boys Town, Neb.: Communications and Public Service, Father Flanagan's Boys' Home, 1983.

The nonprofit, national organizations in this directory serve children and youth of high school age and younger. The directory is designed as a tool for youth, parents, educators, and youth policymakers. Annotated resource lists of associations and readings are included.

Rosenbaum, Alvin. The Young People's Yellow Pages: A National Sourcebook for Youth. New York: Perigee (Putnam) Books, 1983.

A valuable resource for young people and the adults who work with them, this book covers topics that include, but are not limited to, schooling, money, employment, health, substance abuse, religion, and families.

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